

DARLINGTON SCHOOL DISTRICT

P.O. Box 1117
Darlington, SC 29540

GRADES PK-12

ENROLLMENT 11,426 Students

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	9	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Average	No

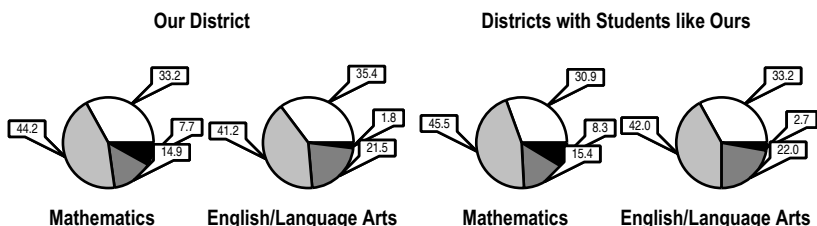
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	67.8	N/A	N/A	74.0	N/A	N/A
Passed 1 subtest	15.5	N/A	N/A	13.7	N/A	N/A
Passed no subtests	16.8	N/A	N/A	12.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	9.9	13.5
Seniors who met the SAT/ACT requirement	9.9	13.6
Seniors who met the grade point average	44.1	46.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	5,561	99.4	35.4	41.3	21.5	1.8	23.4
Gender							
Male	2,876	99.2	40.3	39.9	18.7	1.2	19.9
Female	2,685	99.6	30.2	42.7	24.6	2.5	27.1
Racial/Ethnic Group							
White	2,238	99.4	22.0	43.2	31.9	2.8	34.8
African-American	3,262	99.5	44.9	39.9	14.1	1.1	15.2
Asian/Pacific Islander	14	92.9	15.4	23.1	46.2	15.4	61.5
Hispanic	37	100.0	30.0	40.0	30.0	0.0	30.0
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	4,527	99.6	30.8	43.4	23.9	1.9	25.8
Disabled	1,034	98.6	55.7	31.8	10.8	1.7	12.5
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,561	99.4	35.4	41.3	21.5	1.8	23.4
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	5,556	99.4	35.3	41.3	21.5	1.8	23.4
Socio-Economic Status							
Subsidized meals	3,804	99.5	43.2	40.2	15.6	1.0	16.6
Full-pay meals	1,754	99.4	18.9	43.5	34.1	3.5	37.6
Mathematics							
All Students	5,559	99.7	33.2	44.2	14.9	7.7	22.6
Gender							
Male	2,875	99.6	35.3	43.0	14.1	7.6	21.7
Female	2,684	99.8	30.9	45.5	15.8	7.8	23.6
Racial/Ethnic Group							
White	2,237	99.7	19.3	44.8	22.6	13.3	36.0
African-American	3,261	99.7	43.1	43.9	9.4	3.6	13.0
Asian/Pacific Islander	14	92.9	15.4	15.4	23.1	46.2	69.2
Hispanic	37	100.0	23.3	40.0	30.0	6.7	36.7
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	4,525	99.7	27.4	46.4	17.3	8.9	26.2
Disabled	1,034	99.3	59.1	34.2	4.3	2.4	6.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	5,559	99.7	33.2	44.2	14.9	7.7	22.6
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	5,554	99.7	33.2	44.2	14.9	7.7	22.6
Socio-Economic Status							
Subsidized meals	3,803	99.7	40.5	44.7	10.9	3.9	14.8
Full-pay meals	1,753	99.5	17.7	43.1	23.6	15.6	39.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	905	98.6	23.3	45.8	28.3	2.5	30.8
	Grade 4	968	99.3	34.8	45.3	19.2	0.8	19.9
	Grade 5	974	99.3	45.6	43.9	10.4	0.1	10.5
	Grade 6	938	99.4	43.2	40.8	14.2	1.8	16.1
	Grade 7	900	99.0	43.0	41.8	14.2	1.0	15.2
	Grade 8	934	98.4	45.7	42.3	11.4	0.6	12.0
2004	Grade 3	896	99.7	20.2	37.3	39.5	3.0	42.5
	Grade 4	876	99.5	32.5	44.1	22.4	0.9	23.3
	Grade 5	983	99.7	38.3	45.8	15.6	0.3	15.9
	Grade 6	960	99.5	43.1	39.0	15.9	1.9	17.9
	Grade 7	995	99.4	40.8	43.9	13.8	1.5	15.3
	Grade 8	867	98.7	37.4	46.3	15.0	1.3	16.3

Mathematics								
2003	Grade 3	905	100.0	22.9	47.5	19.2	10.4	29.5
	Grade 4	968	99.9	29.4	48.3	12.3	10.0	22.3
	Grade 5	974	99.9	36.8	43.4	14.9	4.9	19.8
	Grade 6	938	99.8	33.7	39.9	19.6	6.8	26.4
	Grade 7	900	99.6	44.7	36.8	12.1	6.4	18.5
	Grade 8	934	99.7	48.8	40.3	9.0	1.9	10.8
2004	Grade 3	896	100.0	22.6	49.6	20.4	7.4	27.8
	Grade 4	876	100.0	27.4	46.5	16.1	9.9	26.0
	Grade 5	983	99.7	37.3	43.4	12.0	7.3	19.2
	Grade 6	960	99.8	26.9	44.1	19.5	9.5	29.0
	Grade 7	995	99.6	45.0	37.2	10.8	7.0	17.7
	Grade 8	867	98.8	41.7	47.2	8.5	2.5	11.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	780	97.3	19.6	34.2	26.8	19.4	46.2
Gender							
Male	402	96.5	24.1	33.6	23.6	18.6	42.3
Female	378	98.1	14.8	34.8	30.1	20.3	50.4
Racial/Ethnic Group							
White	341	97.1	12.0	21.9	35.2	30.9	66.0
African-American	431	97.4	25.6	43.5	20.3	10.6	30.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	627	98.2	10.4	34.8	31.1	23.7	54.8
Disabled	153	93.5	58.5	31.7	8.5	1.4	9.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	780	97.3	19.6	34.2	24.9	19.4	46.2
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	777	97.3	19.5	34.2	26.8	19.5	46.3
Socio-Economic Status							
Subsidized meals	397	97.2	27.6	40.7	21.3	10.5	31.8
Full-pay meals	383	97.4	11.2	27.4	32.6	28.8	61.4

Mathematics							
All Students	780	96.3	27.5	31.4	24.9	16.1	41.1
Gender							
Male	402	95.0	30.9	28.5	24.5	16.0	40.5
Female	378	97.6	24.0	34.4	25.3	16.3	41.6
Racial/Ethnic Group							
White	341	95.9	15.6	26.3	30.9	27.2	58.1
African-American	431	96.5	37.1	35.1	20.2	7.6	27.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	627	97.6	18.5	34.0	28.2	19.3	47.5
Disabled	153	90.8	66.7	20.3	10.9	2.2	13.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	780	96.3	27.5	31.4	24.9	16.1	41.1
English Proficiency							
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	777	96.3	27.5	31.4	24.9	16.2	41.1
Socio-Economic Status							
Subsidized meals	397	96.2	36.3	35.5	20.7	7.4	28.1
Full-pay meals	383	96.3	18.3	27.1	29.4	25.2	54.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	640	94.7%	567	9.9%	732	66.3%	N/A
Gender							
Male	299	94.0%	279	7.5%	362	59.4%	
Female	335	95.2%	288	12.2%	370	73.0%	
Racial/Ethnic Group							
White	303	98.7%	250	19.2%	338	71.0%	
African American	325	90.8%	313	2.2%	391	61.9%	
Asian/Pacific Islander	3	I/S	3	I/S	3	I/S	
Hispanic	N/A	N/A	1	I/S	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	535	96.4%	468	11.8%	606	73.1%	
Disabilities other than speech	99	84.8%	99	1.0%	126	33.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	617	95.0%	567	9.9%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	618	95.0%	567	9.9%	722	66.3%	
Socio-Economic Status							
Subsidized meals	269	91.4%	261	1.9%	331	59.2%	
Full-pay meals	348	97.7%	306	16.7%	401	72.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	94.7%	94.2%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	732	352
Number of Diplomas	485	266
Rate	66.3%	76.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	448	457	464	471	912	928
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.6	16.2	17.9	17.6	17.4	17.4	18.3	17.6	17.7	17.4
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 11,426)				
First graders who attended full-day kindergarten	98.3%	N/C	99.0%	97.2%
Retention rate	6.7%	Up from 0.1%	5.4%	5.3%
Attendance rate	96.1%	Up from 94.1%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		5.1%	5.1%
Eligible for gifted and talented	10.0%	Up from 9.8%	9.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.1%	Up from 14.8%	11.1%	10.9%
Older than usual for grade	4.6%	Down from 5.0%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 3.1%	1.0%	1.1%
Enrolled in AP/IB programs	10.4%	Up from 8.8%	10.0%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	269	Down from 379	60	157
Completions in adult education GED or diploma programs	110	Up from 68	14	39
Annual dropout rate	3.1%	Up from 2.7%	2.8%	2.9%
Teachers (n= 820)				
Teachers with advanced degrees	47.1%	Up from 45.4%	49.8%	50.0%
Continuing contract teachers	79.3%	Down from 80.0%	86.8%	84.6%
Highly qualified teachers**	91.3%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	6.2%		4.8%	4.4%
Teachers returning from previous year	89.6%	Up from 89.5%	89.2%	89.9%
Teacher attendance rate	95.3%	Up from 95.2%	94.7%	94.7%
Average teacher salary	\$40,155	Up 1.1%	\$39,803	\$40,566
Vacancies for more than nine weeks	1.0%	N/C	0.8%	0.3%
Prof. development days/teacher	13.5 days	Up from 12.8 days	11.7 days	12.0 days
District				
Superintendent's years at district	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 19.8 to 1	20.5 to 1	21.0 to 1
Prime instructional time	89.7%	Up from 87.6%	89.6%	89.5%
Dollars spent per pupil*	\$7,595	Up 4.8%	\$7,059	\$7,217
Percent of expenditures for teacher salaries*	55.2%	Down from 55.3%	54.4%	55.6%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Parents attending conferences	91.5%	Up from 85.8%	92.7%	97.3%
Number of schools	22	No change	8	8
Number of magnet schools	3	No change	0	0
Number of charter schools	1	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.7%	Down from 11.1%	2.2%	4.3%
Average age in years of school facilities	41	Up from 40	24	26
Number of schools with SACS accreditation	21	No change	8	8
Average administrator salary	\$70,823		\$67,642	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	8 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	36.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The Darlington County School District provided a comprehensive staff development program for all administrators and teachers. The principals who received the training conducted monthly sessions on A Framework for Poverty by Ruby Payne for their peers. Other staff development included the Learning Centered Schools with Mike Rutherford and discipline issues with exceptional education students.

Teachers at different levels received training in Math Solutions, the S.C. Reading Initiative, High Scope, Balanced Literacy, SAT Preparation, and HSAP. Math Curriculum Guides were written for all math courses in grades eight through twelve and Science Guides for the elementary grades. Teachers were given staff development in the use of these guides and the science kits which were ordered for all elementary schools. The district adopted the Rigby Reading Series and has begun training in the use of the materials.

A new mentoring program, Mentoring Matters, was developed to provide positive relationships with students and adults. The results were very positive and the program continues to grow. Teachers received staff development in classroom management and dealing with students who are disruptive. There was also training in working with students who needed crisis intervention.

Currently, Darlington County School District's exceptional education programs serve students with eleven different handicapping conditions. The district is also part of Project SHARE, a multi-district partnership designed to work with students with low incident disabilities. A comprehensive study was conducted to determine more effective ways to meet the needs of the students who receive exceptional education services.

PACT scores showed improvement in many areas this year. In addition, the dropout rate continued to drop while the graduation rate continued to rise. The average SAT score in the district rose 17 points this year, compared to the average increase in the state of 8 points. Since 1999, the SAT scores have increased 38 points. Over half the eligible students (52%) took the SAT. The seniors earned over \$8 million dollars in scholarship money this year. This was \$2 million more than last year.

In November voters in Darlington County approved a \$48 million bond referendum for the schools, allowing the district to build two new middle schools and a new Career and Technology Center. Two existing schools will undergo extensive renovations. The projects will begin in the fall of 2004.